

**THE CORRELATION BETWEEN STUDENTS' READING FREQUENCY
AND THEIR VOCABULARY MASTERY AT THE SECOND YEAR
OF SMAN 3 KAMPAR OF KAMPAR DISTRICT
OF KAMPAR REGENCY**



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ABSTRACT

ZULFIRMAN ZANI (2010) The Correlation between Students' Reading Frequency and Their Vocabulary Mastery at the Second Year of SMAN 3 Kampar of Kampar District of Kampar Regency

This research is a correlation research. There are two variables used in this research; variable X and variable Y. The subject of this research was the second year students of SMAN 3 Kampar, while the subject was students' reading frequency.

The research had been conducted to the second year students of SMAN 3 Kampar. The total number of population is 191 students and the writer took 33 students as sample of this research by using classified random sampling technique. There are three formulations of the problems presented in this research, they are as follow:

- 1) How is the students' reading frequency?
- 2) How is the students' vocabulary mastery?
- 3) Is there any significant correlation between students reading frequency and their vocabulary at the second year students of SMAN 3 Kampar?

To collect the data, the writer used questionnaire to know about the students' reading frequency and test to know about the students' vocabulary mastery. To analyze the data, the writer used the formula as follow:

$$r_{xy} = \frac{(n \cdot \sum xy) - (\sum x)(\sum y)}{\sqrt{\{(n \sum x^2) - (\sum x^2)(n \sum y^2) - (\sum y^2)\}}}$$

From the data analysis, it can be concluded that the mean score of students' reading frequency is 46.33 and the mean score of vocabulary mastery is 50.27. The Pearson correlation of this research is 0.483 meaning that there is a significant correlation between the students' reading frequency and their vocabulary mastery at the second year students of SMAN 3 Kampar Kampar District Kampar Regency.

ABSTRACT

ZULFIRMAN ZANI (2010)

Hubungan antara Tingkat Keseringan Siswa Membaca dan Penguasaan Kosakata Mereka pada Siswa Kelas Dua di SMAN 3 Kampar Kecamatan Kampar Kabupaten Kampar

Penelitian ini adalah penelitian korelasi. Dalam penelitian ini digunakan dua variabel; variabel X dan variabel Y. Subjek dari penelitian ini adalah siswa tahun kedua di SMAN 3 Kampar sementara objeknya adalah tingkat keseringan siswa membaca.

Penelitian ini ditujukan kepada siswa tahun kedua di SMAN 3 Kampar Kecamatan Kampar Kabupaten Kampar. Jumlah keseluruhan populasinya yaitu 191 siswa dan penulis mengambil 33 siswa sebagai sampel melalui teknik *classified random sampling technique*. Penelitian ini mengemukakan tiga rumusan masalah, yaitu:

- 1) Bagaimana tingkat keseringan siswa membaca?
- 2) Bagaimana penguasaan kosakata siswa?
- 3) Adakah hubungan yang signifikan antara tingkat keseringan siswa membaca dan penguasaan kosakata mereka pada siswa tahun kedua di SMAN 3 Kampar Kabupaten Kampar Kecamatan Kampar.

Untuk mengumpulkan data, penulis menggunakan angket untuk mengetahui bagaimana tingkat keseringan siswa membaca dan test untuk mengetahui penguasaan kosakata siswa. Untuk menganalisa data, penulis menggunakan rumus sebagai berikut.

$$r_{xy} = \frac{(n \cdot \sum xy) - (\sum x)(\sum y)}{\sqrt{\{(n \sum x^2) - (\sum x)^2\}(n \sum y^2) - (\sum y)^2}}$$

Dari analisa data, dapat disimpulkan bahwa nilai rata-rata dari tingkat keseringan siswa membaca adalah 46.33 dan penguasaan kosakata siswa adalah 50.27. Nilai hubungan dipenelitian ini adalah 0.483, berarti terdapat hubungan yang signifikan antara tingkat keseringan siswa membaca dengan penguasaan kosakata mereka pada siswa tahun kedua di SMAN 3 Kampar Kecamatan Kampar Kabupaten Kampar.

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CHAPTER I

INTRODUCTION

A. The Background

Reading is one of the most important language skills that should be developed inside and outside the classroom. It is also one of the common ways to access information. Most information such as scientific books, magazine, newspaper, and internet are accessed and print in English. Many readers can get pleasure in reading since they are able to comprehend and obtain information of reading text as they read. That is why, by giving students a variety of materials to read, teachers provide multiple opportunities for students to master vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. In KTSP (School Based Curriculum) 2010 stated, students of senior high school are asked to know the meaning of functional text and written text such as monologue/essay in simple pattern of narrative, descriptive, and news items.

To remind the importance of English, Indonesian government has determined that English is taught from elementary schools up to higher education institutions or universities. In Indonesia, English is a foreign language. Automatically, it is not easy to be learned by foreign learners because of the differences between the two languages which are contrary with one another. It can be proven with many of the challenges that would appear in learning and

teaching process to master language skills of English. There are four skills where students should master them such as listening, speaking, writing, and reading.

As a foreign language, English is difficult to be learned especially in reading. Reading is one of English skills which should be mastered by students. Subiyati in Asni (2007) says that reading English, as one of the goals of English teaching in Indonesia has not been achieved yet. The cause can be external or internal. External factors come from the outside of students, such as uninteresting teaching reading methods that English teachers use in reading class and the limited numbers of books that are available in libraries of the schools. Internal factors are the factors which come from inside of students.

In English language component, vocabulary plays a crucial role in mastering four language skills. In listening, students hear the words; in speaking, they utter words; in reading, they read words; in writing they write word; and in pronunciation, they pronounce the words.

Because vocabulary is important in mastering four language skills, the teachers should make students master in vocabulary based on curriculum. One of ways to improve students' vocabulary mastery is by giving them motivation to improve their reading frequency. Because by reading aloud, students would get more vocabulary automatically. Krashen, Twaddel and Marianne's book in Jazuli (2004) states

By reading students of English as Second Language (ESL) and students of English as Foreign Language (EFL) can improve and increase vocabulary more efficiently rather than through direct vocabulary teaching. It is clear that one component of the languages itself is vocabulary building. Good vocabulary mastery would influence understanding in reading”.

It means that by reading text students can improve and increase their vocabularies and they can use them in speaking, writing, listening, and reading.

It means that, reading has function not only for reading skill, but also can be a good way to improve vocabulary mastery. Therefore, if the students have high frequency in reading English texts, the more vocabulary they would get.

Based on KTSP (2006), the students of senior high school are taught 12 kinds of texts, they are recount, narrative, procedure, descriptive, news item, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, and review text. At the first year, the students study about recount, narrative, procedure, descriptive, and news item text. At the second year, the students study about report, analytical exposition, spoof, and hortatory exposition. At the third year, the students study discussion and review text.

At SMAN 3 Kampar, especially for the second year, the teacher has applied school based curriculum (KTSP). The teacher teaches report, analytical exposition, spoof, and hortatory exposition. The teacher gives the students some examples for each text; it means that the students have many opportunities to read some text at school. So, it is possible for the students to get more vocabulary. But, in fact, most of students do not master vocabulary, it seems that frequency of reading does not influence students' vocabulary mastery.

Based on the phenomena above, the writer interested in conducting a research entitled **“The Correlation Between Student’s Reading Frequency and Their Vocabulary Mastery at the Second Year Students of SMA N 3 Kampar”**

B. The Reason of Choosing the Title

The writer is interested in conducting this research because of some reasons:

1. As far as the writer knows that another writer has not researched this topic yet.
2. The topic is very interesting for the writer because reading is the most prominent skill to be developed in getting knowledge.
3. Basically, this study relates to the writer as an English education department students.

C. The Setting of the Problem

1. The Identification of the Problem

Based on the background of the problem, the writer identify some problem as follows:

1. How is students’ reading frequency?
2. How is students’ vocabulary mastery?
3. Does students’ reading activity influence their vocabulary mastery?
4. What causes the students have lack of vocabulary?
5. What factors that influence the students in reading?
6. What factors that influence students’ vocabulary mastery?
7. What are the teacher’s techniques in teaching reading?

8. What are the teachers' techniques to increase the students' vocabulary ?

2. The Limitation of the Problem

Based on the identification of the problem, in this research the writer limits the problem on students' reading frequency and their vocabulary mastery.

3. The formulation of the problem

Based on limitation of the problem, research can be formulated in the following questions:

1. How is students' reading frequency at the Second Year Students of SMA N 3 Kampar?
2. How is students' vocabulary mastery at the Second Year Students of SMA N 3 Kampar?
3. Is there any significant correlation between students' reading frequency and their vocabulary mastery at the Second Year Students of SMA N 3 Kampar?

D. The Objectives of the Study

1. To find out the students' reading frequency at the Second Year Students of SMA N 3 Kampar
2. To find out the students' mastery in vocabulary at the Second Year Students of SMA N 3 Kampar

3. To find out whether there is correlation between the frequency of reading English text and vocabulary mastery at the second year students of SMA N 3 Kampar.

E. The Need of the Study

1. To give contribution to the English teacher to develop the students' vocabulary
2. To give contribution to the students to increase their vocabulary mastery and their reading frequency
3. To enlarge the writer's knowledge about the research especially the writer's insight scientifically in the topic of students' reading activity.

F. The Definition of the Term Used

In order to avoid misunderstanding in reading this paper it is necessary to define the following terms:

1. Correlation is simply a measure of how things are related to one another or correlated (Mc. Mahua: 645)
2. Reading Frequency is the implications for teaching are that the learning of Vocabulary might be speeded up by using texts that have a high frequency of occurrences of the target items, Hornby et All. (2000:514) in Yuli Myra Zona (2005:7) says that "frequency is the rate of students in reading or quantity of reading English books.

3. Vocabulary is a group or stock of words used in a particular way by a certain group of people regarding their language. It is simply the words of a language.
4. Mastery is (complete) knowledge. To become skillful (Hornby, 1989:766). In this study mastery means, come to know it thoroughly and able to use it freely.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Vocabulary

Hornby (1989:1425) states Vocabulary means total number of words in a language. Vocabulary is one of important parts in learning English, particularly in learning reading text, especially for the beginners. The main reasons for these are; firstly, vocabulary is used as the main tool to understand forms, phrases, sentences and texts in one or more paragraphs; secondly, it functions to convey the meaning of the words in a text.

As Marianne Celce- Murcia pointed out (1991: 196) “Academic reading involved unique problems such as advanced reading, study skill, vocabulary master, even writing skill such as making note, summarizing and underlining”.

Students who read a lot tend to have better vocabularies. Christy Rakoczy (1995) states the more a student reads, the better the student vocabulary would be and the more words the student would know. Therefore, activities that encourage reading can also promote vocabulary.

In KTSP (School Based Curriculum) 2010 stated that, students are asked to know the meaning in functional text and written text monologue/essay in simple pattern of narrative, descriptive and news items. From the interview to the English teacher at SMN 3 Kampar, the writer gets information that the students in senior high school should have 400 vocabularies in every level. (Dahir, 2010)

That is why, the teacher should motivate students to read and read in order to increase their vocabulary. Based on Bowen, Harold, and Hilferty (1985:228), the specific time choose by the students to read without pressures from teacher usually helps develop their habit in reading.

Rebecca (1990:) says the strategy of repeating might mean reading a passage more than once to understand it more completely. A profitable technique is to read a passage several times, each time for different purposes: for example, to get the general drift or the main ideas, to predict, to read for detail, to write down questions, and so on. The learners might also take notes about a reading passage and then review them several times.

From the statement above, the writer comes to a conclusion that reading English texts whether they are long or short texts as long as they are exciting the readers and motivating the students to read such as stories, magazine, articles, newspaper, short story, and etc would increase students vocabulary. Heaton (1995:51-52) states that there are some categories that determine students to have good vocabulary:

1. The students can arrange a synonym of word.
2. The students can use word suitable for the text.

2. Reading Frequency

Frequency means the rate at which something happens or is repeated. In addition, Hornby et al. (2000:514) in Yuli Myra Zona (2005:7) says that “frequency is the rate of students in reading or quantity of reading English books”. So in reading, the reader must have ways to understand /comprehend the text. Anderson (1997: 47) says that a good reader must take the following steps:

- 1) Interpreting the meaning
- 2) Comprehending the paragraph
- 3) Comprehending the sentence

In reading not only technique is need, but also we need high intelligence of readers. As Burn (1985: 47) suggests that reading is a thinking activity and, it depends on the level of intelligence of the readers.

Reading brings the readers to the first and the most important way to learn new words. But building up a vocabulary by reading is a slow and gradual process, it takes time. Brown (1994:1) indicates that Second language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kid. No one can tell you how to master English vocabulary; high frequency in reading English texts and a good strategy in reading would make someone’s English better.

3. The relationship between Reading frequency and Vocabulary mastery

Vocabulary is one of the main keys in learning English. So, it is important to realize that vocabulary stock of the learners must be developed; otherwise, they cannot express their ideas appropriately. There are many ways to increase

vocabulary; one of them is reading a lot. It is in accordance with Licklider's in (1980:292) statement, states that Reading is so much better way of improving students' vocabulary mastery than any other. Licklider believes that if students do very little reading on their own, if they are having trouble reading the material assigned in their courses, you are probably too small. You need to read, read and read.

People read for a variety of reasons. One may read for pleasure, may be they read magazine, a story book, short tales, and etc.

The best way of reading that can increase vocabulary is by reading something interested and do not look at dictionary all the time. But, the readers can find a word meaning by looking at the other surrounding it, because it can give clues to what the word you do not understand would mean. In addition, Kerns (2002:2) says that reading with this way would make as away from felling of boring because we do not need to take a look at the dictionary all the time.

The reason why we read is because we want to get something from the writing: facts, ideas, or enjoyment (Nuttall 1982:3). But in fact not all of the students are interested in reading especially reading the lesson and they cannot enjoy it because the English text usually difficult to understand by the students, they need to translate it into Bahasa Indonesia before getting the idea of the text, in which the facts state that reading is one of the important thing to increase vocabulary.

B. Relevant Research

In fact, there are some of relevant researches which have relevancy in this research. The first title is **“The Correlation between the Teaching Techniques and the Vocabulary Mastery of the Second Year Students at Ponpes KH. Ahmad Dahlan Taluk Kuantan”** by Wiwik Triani (2006). This is a correlation research, she made an observation and interview to collect the data. From this research, she found that there is a significant correlation between the teaching techniques and the vocabulary mastery of the second year students at Ponpes KH. Ahmad Dahlan Taluk Kuantan.

The second research title is **“The Correlation Between Reading Frequency and Writing Performance at the First Year Students of English Study Program of Teacher’s Training and Education of Islamic University Riau (UIR)”** by Yuli Myra Zona (2005). This research is a correlation research. To collect the data, she used test, questioner, interview, and documentation. From that research, she found that there is no significant correlation between reading frequency and writing performance at the first year students of English study program of Teacher’s Training and Education of Islamic University Riau (UIR). It is found that $r_{ch} = 0.082$. Although ach significant standard for 5% is 0.361 and 1% is 0.463. it can be formulated $0.361 (0.082) 0.463$. $r_{ch} (0.082)$ is lower than r product moment, it means that both are 5% and 1% significant levels. Consequently, the alternative hypothesis is rejected.

C. The Operational Concept

Concept is a main element to avoid misunderstanding and misinterpreting in a specific study as a concept that still operates in abstract from the research planning which to be interpreted into particular words in order to be easy to measure. It means that the operational concept is needed to avoid misinterpreting about the thesis content by other readers. So, the main technical terms of the special sense that exist are necessarily operated in this research.

Based on the statement above, the writer concludes that there are some factors needed to be operated in the operational concept. Hornby (1989: 240) says that concept is an idea underlying something general nature. There are two variables in this research. They are variable X and Y. variable X is the students' reading frequency, and variable Y is the students' vocabulary mastery.

Reading frequency can be recognized by time, the time is divided into hour, weekly and monthly. The place where always the students read such as at class and outside the class, the volume pages of students read and the kinds of the topic that students read are also categorized to determine of students reading frequency

Vocabulary is a group or stock of words used in a particular way by a certain group of people regarding their language. Heaton (1995:51-52) states that there are some categories that determine students to have good vocabulary; the students can arrange a synonym of word, the students can use word suitable for the text.

Variable X:

a) The Indicators of the reading frequency

1. The students read the passage several times in a day
2. The students read the English text book in some places
3. The students read some pages of English text in hour
4. The students read some topics of English text book in a week

Variable Y:

b) The Indicators of students' vocabulary mastery

1. The students can identify synonyms of English vocabulary;
2. The students master in answering the question about the meaning of word in a sentences;
3. The students can use word based on context;
4. The students can recognize the part of speech;

D. The Assumption

This research is based on the following assumptions.

1. Students' reading frequency is varied;
2. Students' vocabulary mastery is varied;

E. Hypothesis

Based on the assumption above, the hypothesis of this study can be forwarded as follows:

Ha: There is a significant correlation between students' reading frequency and their vocabulary mastery at the second year students of SMAN 3 Kampar.

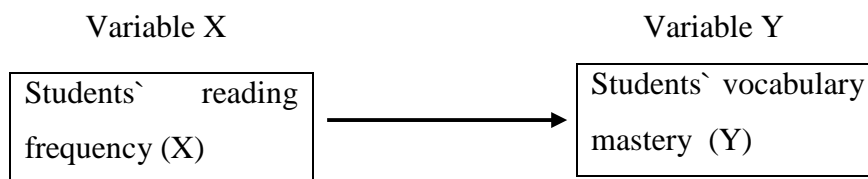
Ho: There is no a significant correlation between students' reading frequency and their vocabulary mastery at the second year students of SMAN 3 Kampar.

CHAPTER III

RESEARCH METODOLOGY

A. The Research Design

This research is correlation research because in this research find out the relationship of two variables. The students` reading frequency which is symbolized by “X” is as independent variable and second, dependent variable is the students` vocabulary mastery which is symbolized by “Y”. The design of the research is pictured by the following diagram:



B. The Time and Location of the Research

The research was conducted from May to July 2010 at the second year SMAN 3 Kampar. It is located in Bangkinang-Pekanbaru KM 12.

C. The Subject and Object of the Research

The subject of this study was the students of second year of SMAN 3 Kampar, and the objects of this research were the students` reading frequency and their vocabulary mastery.

D. The Population and Sample

The population of this research was all students at the second year of SMAN 3 Kampar registered in 2009/2010. It consisted of 191 students in two different majors; social and science major. Social major students were divided into three classes, each class (IIa, IIb, and IIc) that consisted of (35, 35, and 37 students). Since of the number population is large, it is necessary to take sample. Winarno Surachmant (1986:54) states that if the population was homogenous enough, for the population which is less than 100 persons, the sample is taken 50%, but if the population is more than 100 persons, the sample is taken for 30%. In this research, the writer took 30% of population for the sample. So, the writer took 33 students from the total number of populations as sample by using *Classified Random Sampling Technique*.

Healey (1995, in cut Raudhatul Miski, 2002:17) says that random sampling is a method for choosing samples, from a population by which every member of population has an equal chance of being selected for the sample in this research. The population and sample of this research can bee seen in the table below.

TABLE III.I
THE POPULATION AND THE SAMPLE OF THE SECOND YEAR
STUDENTS AT THE SMAN 3 KAMPAR

No	Class	Students	Sample
1	2 A	35 Students	11 Students
2	2 B	35 Students	11 Students
3	2 C	37 Students	11 Students
4	TOTAL	107	33

E. The Technique of Data Collection

To collect the data, the writer used the techniques as follow:

1. Questionnaires

This method was used to investigate the students' Reading frequency. As stated previously, in order to obtain the students' reading frequency in reading, the writer used a set of questionnaire. The questionnaire consisted of 15 items in the form of agreement and disagreement. The form of the questionnaire was a multiple-choice item.

The questioner dialed with respondents` opinion in responding to the following options:

- Always
- Often
- Sometime
- Seldom
- Never

2. Test.

In this research, the writer used multiple-choice as a form of assessment in which respondent would be asked to select one or more choice from the list. The multiple choice format is most frequently used in educational testing, in market research, and in elections. By using multiple choices, the writer wanted to find out the students` vocabulary mastery. The result of the test would be taken as the data of the research.

Before the test given to the students, it was tried out to 30 students at the second year of SMAN 3 Kampar who did not involve in sample. The test consisted of 30 questions. The students had to identify the correct answer. It was to know whether the test items fulfilled the standard level of difficulty (<0.30 and >0.70) and the discrimination index (Heaton, 1975, p. 172). The try out was conducted to see the reliability of the test. The item difficulties show how easy or difficult a particular item is. The test items that are too difficult (<0.30) and too

easy (>0.70) were revised. The standard level of difficulties can be measured by using formula:

$$f.v = \frac{R}{N}$$

f.v	=	The Facility Value
R	=	The Number of Correct answer
N	=	The Number of Respondents

Heaton (1975:178)

If the index of facility value between 0.30 and 0.70, the test item can be accepted. On the other hand, if the index of the facility value is small than 0.30 or bigger than 0.70, the test item is rejected because the test item is either too easy or difficult for the students. So, it should be changed to the new items that are more appropriate.

According to Heaton (1975:162), reliability is a necessary characteristic of any good test in order to find reliability of the test; to be valid a test must be reliable as a measuring instrument. The reliability of the whole test item can be measured by using formula:

$$r_{ii} = \frac{N}{N-1} \left[1 - \frac{M(N-M)}{NX^2} \right]$$

r_{ii}	=	The reliability
N	=	The number of the respondents
M	=	The mean score of the items
X	=	The standard deviation of the deviation of the items score
1	=	Constant

Heaton (1975:164)

Based on the analysis by using SPSS 16, the score of reliability of the test item is 0.993. It means that the reliability is high. The test can be used for this research to the sample of second year students of SMAN 3 Kampar.

F. The Technique of Data Analysis

Before the test was given to the sample, it was tried to one of the second year classes in order to prove whether the test was reliable and valid. Generally the writer used SPSS version 16.00 in analyzing statistical data. The writer used the spit-half technique to identify the reliable of the test.

For the split half coefficient the following guidelines can be used:

- > 0.90 = Very highly reliable
- 0.80 – 0.90 = Highly reliable
- 0.70 – 0.79 = Reliable
- 0.60 – 0.69 = Marginally/ minimally reliable
- < 0.60 = Unacceptably low reliability

To analyze students' reading frequency, the writer used the following formula :

$$P = \frac{F}{N} \times 100$$

Then, to interpret the level of the students' reading frequency would be searched based on the table below:

TABLE III.2
THE CATEGORIES OF THE STUDENTS' READING FREQUENCY

Categories	Classification
Always	100%
Usually	80-99%
Often	51-79%
Sometimes	21-50%
Rarely	1-20%
Never	0%

In order to get the description of students' vocabulary mastery, the data was analyzed by using the formula:

$$M_x = \frac{\sum Fx}{N} \times 100$$

Where: N = score

The scores of the students' mastery in the test are classified to determine their level of their mastery; the classification is as follows:

Table III.3
The Classification of Students' Vocabulary Mastery

Classification	Category
80 – 100	Good to excellent
60 – 79	Average to good
50 – 59	Poor to average
0 - 49	Poor

Harris in Asni (2007:25)

To analyze the correlation between students' reading frequency and their vocabulary mastery, the data was analyzed by using correlation product moment as the formula, because there are two variables that were correlated. The first variable, independent variable (X), is ordinal scale and the second variable, dependent variable (Y), is interval scale, so the formula that suitable with this research is product moment formula.

The formula is as follow:

$$r_{xy} = \frac{(n \cdot \sum xy) - (\sum x)(\sum y)}{\sqrt{[(n \sum x^2) - (\sum x)^2](n \sum y^2) - (\sum y)^2]}$$

Description:

r = Coefficient correlation Pearson-product moment

n = The number of the subjects

x = The result of questionnaires relate to student's frequency in reading

y = The scores of the student's vocabulary mastery through TOEFL test

$\sum x$ = The sum of x score

$\sum y$ = The sum of y score

$\sum xy$ = The sum of the x and y score

$(\sum x)^2$ = The square of x the sum of the x score

$(\sum y)^2$ = The square of y the sum of the y score

$\sum x^2$ = The sum of square of x score

$\sum y^2$ = The sum of square of y score

TABLE III.4
THE CATEGORIES CORRELATION OF PRODUCT MOMENT

Rxy	Interpretation
0.00 – 0.200	There is negligible correlation between the two variables
0.200 – 0.400	There is a low correlation between the two variables
0.400 – 0.700	There is a moderate correlation between the two variables
0.700 – 0.900	There is a high correlation between the two variables
0.900 – 1.000	There is a very high correlation between the two variables

Hartono (2004:78)

According to Hartono (2008: 57-58), there are three ways to obtain the correlation between two variables are:

1. The r-table is employed to see whether or not there is a significant correlation between students' reading frequency and their vocabulary mastery. The obtained value is consulted with the value of r-table product moment correlation $df = N - nr$.

Statistical hypothesis:

$$H_a = r_o \geq r \text{ table}$$

$$H_0 = r_o < r \text{ table}$$

Criteria of Hypothesis:

- a. H_a is accepted if $r_o \geq r_{\text{table}}$ or it can be said that there is a significant correlation between students' reading frequency and their vocabulary mastery.
 - b. H_0 is accepted if $r_o < r_{\text{table}}$ or there is no significant correlation between students' reading frequency and their vocabulary mastery.
2. To compare sig. (2-tailed) or probability score with 0.05 as follow:
 - a. Probability score > 0.05 , it means that H_0 is accepted.
 - b. Probability score < 0.05 , it means that H_a is accepted.
 3. Use the explanation of sign (**/*) under table, if there is the sign means that there is a significant correlation.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

In this chapter, the writer presents the result of the questioner and test used in the technique of data collection, which have been collected from the second year of SMAN 3 Kampar. The title of this research is *The Correlation between Students` Reading Frequency and Their Vocabulary at the Second Year of SMAN 3 Kampar of Kampar District of Kampar Regency*. The number of the students was 33 students.

There are two kinds of variable in this paper, namely: independent variable (X) and dependent variable (Y). Independent variable refers to students` reading Frequency that was investigated by using questioner, there were 15 items given to the students in reading, and every item was measured by using Likert Scale (always, often, sometime, seldom, never) with range score 5-4-3-2-1 for each. The dependent variable refers to the students` Vocabulary Mastery. It was investigated by using test at the same respondents. The test consisted 30 items and each item was given score 4.

The main purposes of this research are to find out the correlation between students` reading frequency and their vocabulary mastery. The following table is the description of the research instrument employed in this research.

**The Students Reading Frequency Test Result at SMAN 3 Kampar Kampar
Distric Kampar Regency**

TABLE IV.I
The Students Read an English text/book 0 – 1 hour at school in a day

N O	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
1	I read an English text/book 0 - 1 hour at school in a day	33	6	4	6	13	4
Percentage		100	18.18	12.12	18.18	39.39	12.12

From the questionnaire above, it can be seen that most of students read an English text/book 0 – 1 hour at school in a day, it can be seen that 13 students (39.39%) chose seldom that indicated their frequency of reading. On the other hand, 6 (18.18%) students chose option always and sometimes and 4 (12.12%) students chose option often and never.

TABLE IV.2
The Students Read an English text/book 1 – 2 hours at school in a day

N O	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
2	I read an English text/book 1 - 2 hours at school in a day	33	1	10	0	12	10
Percentage		100	3.0	30.3	0	36.3	30.3

The above table shows that 12 students (36.3 %) tended to choose seldom to show their habit that they read an English text/book 1 – 2 hours at school in a

day, and about 1 (3.03%) chose always. The students who chose option often and never have the same frequency; they are 10 (30.30%). None students chose seldom.

TABLE IV.3

The Students Read an English text/book 2 – 3 Hours at School in a Week

NO	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
3	I read an English text/book 2 - 3 hours at school in a week	33	5	6	3	10	9
Percentage		100	15.15	18.18	9.09	30.30	27.27

The table above displays that the students tended to choose seldom to show their habit that they read an English text/book 2 – 3 hours at school in a week. It can be seen that 10 (30.30%) students chose seldom. On the other hand, 5 (15.15%) chose option always, 6 (18.18%) chose option often, 3 (9.09%) chose sometimes, and 9 (27.27%) chose option never.

TABLE IV.4

The Students Read an English text/book 3 – More Hours at School in a Month

NO	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
4	I read an English text/book 3 – more hours at school in a month	33	1	8	8	9	7
Percentage		100	3.03	24.24	24.24	27.27	21.21

Regarding to the table above, the writer can conclude that the students tended to choose seldom to show their habit that they read an English text/book 3 – more hours at school in a month, it can be proved 9 students (27.2%) chose seldom. The students who chose option often and sometimes have the same frequency; they were 8 (24.24%). It means that 50% percents students read an English text/book less than 4 hour in a week. Only 7 (21.21%) students chose never.

TABLE IV.5

The Students Read English Text/Book 0 – 1 hour outside the class in a day

N O	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
5	I read English text/book 0 – 1 hour outside the class in a day	33	1	9	6	13	4
Percentage		100	3.0	27.27	18.18	39.39	12.12

Based on the table presentation above, 13 (39.9%) of the students chose option seldom, it means that majority of the students seldom read an English text/book more 0 -1 hour outside the class in a day. Other students, 9 (27.27%), chose option often, 6 (18.18%) chose option sometimes, 4 (112.12%) chose never, and only 1 (30.03%) chose always.

TABLE IV.6
The Students Read English Text/Book 1 – 2 Hours Outside the Class
in a Day

N O	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
6	I read English text/book 1 – 2 hours outside the class in a day	33	6	4	12	7	4
Percentage		100	18.18	12.12	36.36	21.21	12.12

The highest percentage of the table above is 36.36%, it can be seen from 12 students chose option sometimes. In addition, 7 (21.21%) chose seldom, and 6 (18.18%) chose option. It means that most of students read English text/book 1 -2 hours outside the class in a day. The others have the same frequency, there are 4 students (12.12%) who that chose option often and never.

TABLE IV.7
The Students Read English Book 2 – 3 Hours Outside the Class in a week

N O	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
7	I read English text/book 2 – 3 hours outside the class in a week	33	6	6	9	5	7
Percentage		100	18.18	18.18	27.27	15.15	21.21

The table above presents most of the students 9 (27.3%) chose option sometimes. It means that only some of the students read English book 2 – 3 hours

outside the class in a week, 6 (18.18%) of them chose option always and often, 5 (15.15%) chose option seldom, and 7 (21.21%) chose option never.

TABLE IV.8
The Students Read English Book 3 – More Hours outside the
Class in a Month

NO	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
8	I read English text/book 3 – more hours outside the class in a month	33	2	7	7	9	8
Percentage		100	6	21.21	21.21	27.27	24.24

The table above shows that 9 (27.27%) of the students answered seldom. It means that majority of the students seldom read English book 3 – more hours outside the class in a month . The students who chose option often and sometimes have the same frequency; they are 7 (21.2%). In addition the other students 2 (6%) chose option always, and 8 (24.2%) chose option never.

TABLE IV.9
The Students Read English Book 0 -1 Pages in a Hour

N O	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
9	I read English text/book 0 – 1 pages in a hour	33	6	3	10	11	3
Percentage		100	18.18	9.09	30.30	33.33	9.09

The table displays that, 11 (33.33%) of the students chose seldom, It means that majority of the respondents seldom read English book 0 – 1 page in hour. 6 (18.18%) students chose option always to show their habits, the students who chose option often and never have the same frequency, they are 3 (9.09%), and 10. (30.30%) chose option sometimes.

TABLE IV.10

The Students Read the Passage 1 -2 pages in hour

N O	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
10	I read English text/book 1 – 2 pages in a hour	33	3	5	9	13	3
Percentage		100	9.09	15.15	27.27	39.39	9.09

Based on the table presentation above, 13 (39.39%) of the students chose option seldom to show their habit that they read the passage 1 – 2 pages in a hour. In addition, the students who chose option always have the same frequency, they are 3 (9.09%), 5 (15.15%) at the students chose option often, and 9 (27.27%) of the students chose option sometimes.

TABLE IV.11**The Students Read English Text/Book 2 -3 Pages in a Week**

N O	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
11	I read English text/book 2 – 3 pages in a week	33	9	11	2	8	3
Percentage		100	27.27	33.33	6.06	24.24	9.09

The highest percentage of the table above is 11 (33.33) of the students chose option often, it means most of the students read English text/book 2 -3 pages in a week. On the other hand, 9 (27.27%) chose option always, 2 (6.06%) choose option sometimes, 8 (24.24%) chose option seldom and 3 (09.09%) chose option never.

TABLE IV.12**The Students Read English Text/Book 3 – More Pages in a Month**

N O	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
12	I read English text/book 3 - more pages in a month	33	6	8	8	8	3
Percentage		100	18.18	24.24	24.24	24.24	9.09

From the table above, the students who chose option often, sometimes, and seldom have the same frequencies, they are 8 (24.24%). It means that most of the students like to read English book at school. Then, 6 (18.18%) chose option

always and 3 (9.09%) chose option never to show their habit that they read English 3 – more pages in a more.

TABLE IV.13

I Read English Text Book about General Topic in Hour

N O	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
13	I read English text book about general topic in hour	33	9	4	9	7	4
Percentage		100	27.27	12.12	27.27	21.21	12.12

Regarding to the table above, the write concludes that most of the students read English text book about general topic in hour. It can be seen from the students chose option always and sometimes have the same frequencies, they are 9 (27.27%), and the students who chose option often and never have also the same frequencies, they are 4 (12.12%), and 7 (21.21%) chose option seldom.

TABLE IV.14

I Read the English Text Book about Topic that the Teacher Asked

N O	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
14	I read the English text book about topic that the teacher asked	33	4	11	7	8	3
Percentage		100	12.12	33.33	21.21	24.24	9.09

From the questionnaire above, it can be concluded that the students 11 (33.33%) tend to choose often to show their habit that they read the English text book topic that teacher asked. In addition, 4 (12.12%) chose option always, 7 (21.21%) chose option sometimes, 8 (24.24%) chose option seldom, and 3 (9.09%) chose option never.

TABLE IV.15

I Read English Text Book About Story in my Leasure Time

N O	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
15	I read English text book about story in my leasure time	33	3	9	6	7	8
Percentage		100	9.09	27.27	18.18	21.21	24.24

Based on the questionnaire above, the writer concludes that the students choose “often” to show their habit that they read English text book about story in my leasure time, it can be seen from the highest score is 9 (27.27%). And 3 (9.09%) chose option always, 6 (18.18%) chose option sometimes, 7 (21.21%) chose option seldom, and 8 (24.24%) chose option never to show their habit in reading 3 – more .

TABLE IV.16
RECAPITULATE OF READING FREQUENCY

N O	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
1	I read an English text/book 0 - 1 hour at school in a day	33	6	4	6	13	4
2	I read an English text/book 1 - 2 hours at school in a day	33	1	10	0	12	10
3	I read an English text/book 2 - 3 hours at school in a week	33	5	6	3	10	9
4	I read an English text/book 3 - more hours at school in a month	33	1	8	8	9	7
5	I read English text/book 0 – 1 hours outside the class in a day	33	1	9	6	13	4
6	I read English text/book 1 – 2 hours outside the class in a day	33	6	4	12	7	4
7	I read English text/book 2 – 3 hours outside the class in a week	33	6	6	9	5	7
8	I read English text/book 3 – more hours outside the class in a month	33	2	7	7	9	8
9	I read English text/book 0 – 1 pages in a hour	33	6	3	10	11	3
10	I read English text/book 1 – 2 pages in a hour	33	3	5	9	13	3
11	I read English text/book 2 – 3 pages in a week	33	9	11	2	8	3
12	I read English text/book 3 – more pages in a month	33	6	8	8	8	3
13	I read English text book about general topic in hour	33	9	4	9	7	4
14	I read the English text book about topic that the teacher asked	33	4	11	7	8	3

15	I read English text book about story in my leasure time	33	3	9	6	7	8
Total		495	67	105	103	140	80
Percentage		100	13.53	21.21	20.80	28.30	16.16

From the questionnaire above, we can see that generally, (1) students read in the average of 1 hour at school in a day and 1 hours outside the class in a day.

(2) Students like to read in many places since the score for whole statement have in the average point, and students tend to choose seldom to show their habit, it can be seen from the highest score is 140 (28.28 %).

Table IV. 17
The Scores of Students' Reading Frequency

No	Classification	Score	Frequency	Percentage
1	Always	86-100	0	0%
2	Usually	71-85	0	0%
3	Often	56-70	7	21.2%
4	Sometimes	36-55	24	72.7%
5	Rarely	1-35	2	6.1%
6	Never	0	0	0%
Total			33	100%

2. Data on the Students' Vocabulary Mastery

Based on the result of the test, one that the students' vocabulary mastery is stated in the table below.

Table IV.18
The Students' vocabulary mastery Test Result

Students	Correct Answer	Score
1	23	76
2	23	76
3	19	63
4	19	63
5	19	63
6	19	63
7	19	63
8	19	63
9	18	60
10	18	60
11	18	60
12	18	60
13	18	60
14	17	56
15	17	56
16	17	56
17	17	56
18	17	56
19	17	56
20	16	53
21	16	53
22	16	53
23	16	53
24	16	53
25	16	53
26	9	30
27	9	30
28	7	23
29	6	20
30	6	20
31	6	20
32	5	16
33	5	16
Average		50.2

From the table above we can classify students' vocabulary mastery at the second year students of SMA N 3 Kampar of Kampar District of Kampar Regency in the following table:

Table IV. 19
The Scores of Students' Vocabulary Mastery

No	Classification	Score	Frequency	Percentage
1	Good	80 – 100	0	0%
2	Average to good	60 – 79	13	39.40%
3	Poor to Average	50 – 59	12	36.36%
4	Poor	0 – 49	8	24.24%
Total			33	100%

C. The Data Analysis

Based on the data presentation, the writer analyzed into three parts, how is students' reading frequency? How is students' vocabulary mastery? is there any correlation between students' reading frequency and their vocabulary mastery?.

These analysis were begun by analyzing statistic of reading frequency.

1. Analysis on Students' Reading Frequency

These analysis is based on the mean score of the questionnaire. The computation is shown through the following table:

Table IV. 20
The Mean Score of the Questionnaire

Score	F	FX
59	1	59
58	3	174
56	3	168
54	1	54
53	2	106
50	2	100
49	1	49
48	1	48
47	1	47
46	1	46
45	5	225
44	1	44
42	1	42
41	1	41
39	1	39
38	4	152
37	1	37
36	1	36
35	1	35
27	1	27
Total	N = 33	$\sum FX = 1529$

$$MX = \frac{1529}{33}$$

$$= 46.33$$

The result of computation is 46. 33. It is classified as Sometimes. Therefore, the statistic of students' reading frequency at the second year of SMAN 3 Kampar can be classified as poor level.

2. Analysis on Students' Vocabulary Mastery

This analysis is based on the mean score of the Test. The computation is shown through the following table:

Table IV. 21
The Mean Score of the Test

Score	F	FX
76	2	152
63	6	378
60	5	300
56	6	336
53	6	318
30	2	60
23	1	23
20	3	60
16	2	32
Total	N = 33	$\sum FY = 1659$

$$MX = \frac{1659}{33}$$

$$= 50.27$$

The result of computation is 46.33. It is classified as poor to average level. Therefore, the statistic of vocabulary mastery can be classified poor to average.

3. Analysis on the Correlation Between Reading Frequency and Vocabulary Mastery

This research is used to obtain the correlation between two variables namely: the students' reading frequency as the independent variable (X) and the students' vocabulary mastery as the dependent variable (Y). The writer used questionnaire to find out the students' reading frequency and test is used to find out students' vocabulary mastery.

The high correlation between variables is stated in correlation coefficient. Correlation coefficient can be positive (+) and negative (-). Correlation coefficient is positive (+) when there is positive correlation between two variables. While correlation coefficient is negative (-) means that there is negative correlation between two variables. Although, positive (+) or negative (-) is not influence high or low score of correlation coefficient, the sign only show direction of correlation both of them.

Table 1V.22
Descriptive Statistics

	Mean	Std. Deviation	N
Reading	46.33	8.146	33
Vocabulary	50.27	17.388	33

Table IV.23
Correlations

		reading	Vocabulary
Reading	Pearson Correlation	1	.483**
	Sig. (2-tailed)		.004
	N	33	33
vocabulary	Pearson Correlation	.483**	1
	Sig. (2-tailed)	.004	
	N	33	33

** . Correlation is significant at the 0.01 level (2-tailed).

From the Table IV.21 above, the variable of correlation coefficient of the students' Reading Frequency and their vocabulary mastery = 0.483, sig. (2tailed) = 0.004, the interpretation is as follows:

1. The score of correlation coefficient $0.483 \geq 0.325$ in significant standard 5% and 0.418 in significant standard 1% (see table product moment). It means that H_a is accepted which indicates that there is a moderate correlation between students' reading frequency and students' vocabulary mastery.

2. The probability score or sig. (2- tailed) is $0.004 < 0.04$. It means that H_a is accepted. On other words, there is significant correlation between students' reading frequency and their vocabulary mastery.
3. The outputs above show that there is a sign, meaning that there is significant correlation between students' reading frequency and their vocabulary mastery.

Direction of correlation between two variables is positive. It means that the higher of students' reading frequency would cause higher too toward their vocabulary mastery. On the contrary, the lower of students' reading frequency would cause lower too toward their vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The topic of this study is the correlation between students' reading frequency and their vocabulary mastery. The research contains two variables, namely independent variable, that is students' frequency in reading the English text (X) and dependent variable, which is the students' vocabulary mastery (Y).

Regarding the formulation of the problem in this paper, the conclusion can be summarized as follows:

1. Students' reading frequency at the second year students of SMAN 3 Kampar of Kampar District of Kampar Regency is categorized as sometimes level. Based on the analysis, it was found that the mean score of students' reading frequency is 46.33%.
2. Students' vocabulary mastery at the second year students of SMAN 3 Kampar of Kampar District of Kampar Regency is categorized Poor to Average because the mean score of vocabulary mastery is 50.27.
3. The Pearson correlation of this research is 0.483, meaning that the correlation level is a moderate correlation. Then since the value is positive, it can be called a positive correlation where the two variables are parallel. It means that both of the variables have the same direction. A change in variable X would be followed by the change in variable Y. If the students' reading frequency is increased, the students' vocabulary master would be increased too.

B. Suggestion

Based on the result of the research, the writer finds that both of the variables are in the average level where average students were reading frequency and average students also get good vocabulary mastery. It seems that both of the variables are correlated each other. The writer believes that there is a possibility that if the students increase their reading frequency, their vocabulary mastery would be increased too. In order to reach this, the writer would like to give some suggestions as follows:

1. Students should increase their reading vocabulary mastery since it plays an important role in increasing the vocabulary mastery.
2. It is stated in the conclusion above that if the students' reading frequency is increased, the students' reading vocabulary mastery would be increased too. It needs to be considered by the English teachers who would like to increase their students' reading frequency by giving them motivation to read English text. Because of the vocabulary mastery increased, the other language skills such as speaking, writing, and listening would be influenced. Finally, it can develop the students' vocabulary mastery.
3. This is the responsibility of the candidate of English teachers in the future to pay more attention on the reading frequency and the vocabulary mastery of the students in order that they can reach the target of the teaching.

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